

**This syllabus was prepared for Denk mal!, 4<sup>th</sup> Edition.**

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1. See below for this sample syllabus with **Denk mal!** as the primary text
2. If you wish to submit this syllabus as your own for the College Board audit, follow these simple instructions:
  - Download syllabus.
  - Go to the College Board audit site: <https://apcentral.collegeboard.org/courses/apcourse-audit>
  - Either log on or create a new account.
  - Fill out the audit form found on the College Board site.
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  - Upload the syllabus with the authorization number:
    - **Denk mal!, 4<sup>th</sup> Edition: 3419961v2**
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Primary Text:

Denk mal!, 4<sup>th</sup> Edition, Vista Higher Learning

Material and activities on [www.vhlcentral.com](http://www.vhlcentral.com)

Supplementary materials, used weekly to complement instruction and expose students to current events, music, sports, etc.:

[www.dw.de](http://www.dw.de)

<http://www tivi.de/fernsehen/logo/start/>

[http://www.goethe.de/ins/us/saf/prj/stg/enindex.htm?wt\\_sc=stepintogerman](http://www.goethe.de/ins/us/saf/prj/stg/enindex.htm?wt_sc=stepintogerman)

[www.zdf.de](http://www.zdf.de)

[www.ard.de](http://www.ard.de)

[www.youtube.com](http://www.youtube.com)

Art: <https://www.zeppelin-museum.de/de/ausstellungen/kunst-rundgang>

Podcasts: <http://www.audio-lingua.eu>

### Selected AP<sup>®</sup> Classroom Resources

Goals:

The purpose of the materials and activities of the AP<sup>®</sup>-level German class is to expand on previously learned grammatical, communicative, and cultural concepts of the German language and culture. This year serves as a review and an expansion of grammatical, historical, and cultural concepts studied in the previous levels; thus it is essential that every student has completed all prerequisites. The AP<sup>®</sup>-level course will prepare students to successfully take the AP<sup>®</sup> Exam and/or college placement tests by emphasizing the 3 modes of communication in written and spoken forms and formal and informal settings. To facilitate these higher-level thinking skills, students will engage in a variety of presentational, interpersonal, and interpretive speaking, writing, and reading activities, while working on grammatical accuracy and cultural competence. The course is conducted entirely in the target language.

Formative Assessments: Ongoing

- ✓ Vocabulary quizzes
- ✓ Contextual quizzes using the unit structures
- ✓ Interpersonal speaking assessment
- ✓ Interpretive exercises/questions/analysis

Summative Assessments:

- ✓ Listed at the end of the unit

### Semester 1: Unit length 3 - 5 weeks

AP<sup>®</sup> Themes:

Familie und Gemeinschaft (Family and Community);

Persönliche und öffentliche Identität (Private and Public Identity)

Units 1 & 2 Leben, Erleben, Zusammenleben

- Essential Questions:
  - Who am I?
  - What is my role in my family?
  - Where does my family come from?
  - How do my surroundings shape my life?
- Communicative Learning Objectives:
  - Students will be able to communicate about themselves, their families, and their heritage (*spoken interpersonal, written presentational*).
  - Students compose a flyer (*written presentational*).
  - Students interpret a short film and other audiovisual material from authentic German websites (*audio, audiovisual, print interpretive*).
  - Students will compare families and places (*spoken interpersonal, spoken presentational*).
- Structures:
  - Word order: statements and questions
  - Present tense of regular and irregular verbs
  - Nominative and accusative cases
  - Pronouns and possessive adjectives
  - Dative and genitive cases
  - Prepositions
  - Perfect tenses; separable and inseparable prefix verbs
- AP<sup>®</sup> Classroom Units 1 and 2
  - Topic Questions
  - Daily Videos
    - Promotional Material, Skill Categories 1, 3, 4
    - E-Mail Reply, Skill Categories 4, 5, 6
    - Cultural Presentation, Skill Categories 4, 7
  - Personal Progress Check
  - Faculty Lectures, Units 1 and 2

Print Interpretive	<p>„Amerika, du hast es besser“ text p. 30  <i>Streusel-schnecke</i> p. 33 with questions on pp. 36-37                  Berlin p. 50;  <i>Berlin, multikulturell seit Jahrhunderten</i> p. 68 and question on p. 70                  Authentic text to supplement:  <a href="https://www.welt.de/politik/deutschland/article13023569/Jeder-vierte-Berliner-hat-auslaendische-Wurzeln.html">https://www.welt.de/politik/deutschland/article13023569/Jeder-vierte-Berliner-hat-auslaendische-Wurzeln.html</a>  <i>Geschäftstarnungen</i> p. 72 and questions on pp. 74-75.</p>
Audio/visual audiovisual Interpretive	<p>Kurzfilm 1: <i>Outsourcing</i>, watch film and complete comprehension and analysis activities pp. 10-11.                  Kurzfilm 2: <i>Schweigemahl</i>, watch film and complete comprehension and analysis activities pp. 44-45.</p>
Written Interpersonal	<p>Read the e-mail on p. 28 and compose a reply.                  Compose two e-mails according to the writing prompts.</p>

Spoken Interpersonal	Using the guiding questions on p. 27, students have conversations about their own families and compare the different family forms with several peers (outside/inside circle activity).
Written Presentational	Students describe a family picture (preferably extended family) and create a display that will be shared with the classmates via a gallery walk.
Spoken Presentational	After reading the article about Berlin, students will create a visual, either Venn Diagram or T-Chart, and compare old Berlin with the contemporary city. Alternatively, students can also compare Berlin to their hometown.
Comparisons	Students compare Berlin with their hometown. Students compare family structures.

- Unit assessment: Cultural comparison, e-mail, gallery walk, flyer

### Optional unit

AP® Themes:

Alltag (Contemporary Life),

Familie und Gemeinschaft (Family and Community)

### Units 3 & 4 Medien und Reisen

- Essential Questions:
  - How do media influence daily lives?
  - How do media change human behavior and interaction?
  - Does media use manipulate travel choices?
  - What is an ideal vacation?
- Communicative Learning Objectives:
  - Students analyze their personal media use and discuss how it influences their daily behavior (*spoken interpersonal*).
  - Students watch a short film and analyze the main themes (*audiovisual interpretive*).
  - Students will talk about travel plans and utilize media to simulate a trip (*spoken presentational*).
  - Students will write a newspaper article about a city (*written presentational*).
  - Students compare different vacation sites (*comparison*).
  - Students read authentic German short poetry and plan their own hike based on the reading (*interpretive print*).
- Structures:
  - Simple past
  - Conjunctions
  - Relative pronouns and clauses
  - Future tense
  - Adjectives
- AP® Classroom Units 1 and 5
  - Selected Topic Questions
  - Selected Daily Videos
    - Literary Text, Skill Categories 2, 3

- Conversation/Chart, Skill Categories 1, 2, 3
- Conversation, Skill Categories 4, 5

Print Interpretive	Read <i>Der Hamburger Hafen</i> p. 107, answer comprehension questions and complete analysis activities on p. 108. Read <i>Radtouren in Nordrhein-Westfalen</i> p. 145 and find authentic resources about bike tours along the Rhine River and other regions in German-speaking countries. Read the poems from <i>Winterreise</i> on pp. 150-151 and answer comprehension questions on pp. 152-153.
Audio/visual audiovisual Interpretive	Students watch short video clips online about bike tours when researching their projects. Students watch the short film <i>Elsas Geburtstag</i> and complete the comprehension questions and class discussion.
Written Interpersonal	Students will start a blog and compare different vacation destinations and styles ( <i>Abenteuerurlaub</i> vs. <i>Faulenzen am Strand</i> ).
Spoken Interpersonal	After viewing <i>Elsas Geburtstag</i> , students complete the discussion question in small groups.
Written Presentational	Students will select one of the two short essay topics (p. 91 #3) and write a short essay. Students will write a newspaper article about a city of their choice.
Spoken Presentational	Students present their planned bike tour; students will use visual aids (PPT, brochure, etc.) to complement their spoken presentations.
Comparisons	After reading the <i>Galerie</i> sections on pp. 90-91/130-131, students will compare a contemporary German artist with an American artist, using visuals like a Venn Diagram or a Double Bubble Map.

- Unit Assessment: Bike tour presentations (*spoken presentational*)

AP® Theme: Schönheit und Ästhetik (Beauty and Aesthetics)

Unit 5: Kunstschatze

- Essential Questions:
  - What is art?
  - How is art present in everyday life?
  - Do we need art?
  - What role does art play in my life?
- Communicative Learning Objectives:
  - Students explore different Austrian artists (*interpretive*).
  - Students compare the film *Amadeus* with the research conducted by their classmates (*interpretive audio and audiovisual*).

- Students reflect in their journals how learning about art changed their perceptions (*interpersonal written*).
- Students compose an essay about one of the topics (*presentational written*).
- Students research and present one Austrian artist (*interpretive, presentational spoken*).
- Structures:
  - Modal verbs
  - Comparatives and superlatives
  - **Da-/wo-**compounds
- AP<sup>®</sup> Classroom Unit 3
  - Topic Questions
  - Daily Videos
    - Literary Text, Skill Categories 1, 2, 3
    - Letter, Skill Categories
    - Cultural Comparison, Skill Categories 4, 7
  - Personal Progress Check
  - Faculty Lecture, Unit 3

Print Interpretive	Students read <i>Österreich</i> p. 166, followed by content questions and analysis, and <i>Wiens Theaterwelt</i> on p. 183. Students will conduct some online research about Austrian artists (Mozart, Schubert, Strauß, Klimt, Kokoschka, Hundertwasser, Winterhalter, Nöstlinger, Jelinek, Jandl, etc.) on authentic websites to prepare short presentations. Read <i>Wie man ein Klavier loswird</i> on p. 187 and complete selected exercises on pp. 192-193.
Audio/visual audiovisual Interpretive	Students will watch excerpts from the movie <i>Amadeus</i> and compare it to the student presentation/s. Students will listen to Strauss and Mozart songs in combination with the student presentations. Students will view visual art presented by students in their presentations.
Written Interpersonal	Students will begin the unit with a journal entry about the role of art in their life. At the end of the unit, they compare their first entry and reflect how learning about Austrian artists changed their perception and opinion of art. Students will then compose a postcard, letter, or e-mail to an artist and ask one or more questions they have about one of their artwork (music, literature, etc.).
Spoken Interpersonal	After reading <i>Österreich</i> , the students will discuss the discussion questions on p. 167.
Written Presentational	<i>Schreibwerkstatt</i> p. 194 Students select one type of essay (descriptive, persuasive, narrative) and write about one of the topics discussed in the unit.
Spoken Presentational	Students will present the artist they researched, supported by print material, visuals, audio, audiovisual aids.
Comparisons	Students will compare two Austrian artists (pp. 166-169) or an Austrian artist with one they know and discuss with a partner which one they prefer and why.

- Unit Assessment: Essay (*written presentational*) and artist presentations (*spoken presentational*)

AP® Theme - Alltag (Contemporary Life)

Unit 6: Traditionen und Spezialitäten

- Essential Questions:
  - Why do we have traditions?
  - What are the values of traditions?
  - What is the role of food in everyday life and on special occasions?
- Communicative Learning Objectives
  - Students interpret cultural authentic texts about holiday traditions and food (*interpretive*).
  - Students compose a letter or e-mail (*interpersonal written*).
  - Students participate in a discussion about their traditions and food compared to the German-speaking culture (*interpersonal spoken*).
  - Students write a persuasive essay (*presentational written*).
  - Students share information from authentic websites with classmates in a small group setting (*presentational spoken*).
- Structures:
  - Reflexive verbs and pronouns
  - Numbers, time, and quantities
- AP® Classroom Unit 5
  - Topic Questions
  - Daily Videos
    - E-Mail Reply, Skill Categories 4, 5
  - Personal Progress Check

Print Interpretive	Students read <i>Bayern</i> p. 206, select one of the concepts (printed in bold), and find 3-5 additional facts. Students also read the cultural reading about <i>Fest mit Traditionen</i> pp. 224-225 and create their own content questions in pairs.
Audio/visual audiovisual Interpretive	<i>Wer hat Angst vorm Weihnachtsmann?</i> p. 202; content and discussion questions pp. 203-205
Written Interpersonal	Students compose a letter to Santa/ <i>Weihnachtsmann</i> . Students write an e-mail to their (real or imaginary) German exchange partner, describing their holiday traditions and the foods they eat. Students ask the German student questions about their celebrations and traditional holiday food.
Spoken Interpersonal	Students participate in a Socratic Seminar and discuss the holiday traditions in German-speaking countries, comparing and contrasting them with the customs in the U.S. (and if possible, the students' culture of origin).

Written Presentational	Students will write a persuasive essay: “ <i>Sollen Kinder an den Weihnachtsmann glauben?</i> ” Students will be provided with three different sources (article, podcast, graph) and will compose an essay based on the sources. Alternatively: Students will select one of the topics on p. 236 for their persuasive essay.
Spoken Presentational	Following the <i>Bayern</i> reading and finding additional facts, student will share the facts in small group presentations.
Comparisons	Students compare German and U.S. holiday customs (in the Socratic Seminar).

- Unit assessment: Persuasive essay, Socratic Seminar

## Semester 2: Unit length 3 - 5 weeks

AP<sup>®</sup> Theme: Naturwissenschaften und Technologie (Science and Technology)

### Unit 7 Wissenschaft und Technologie

- Essential Questions:
  - What are the advantages and disadvantages of technological advances?
  - How does technology affect my daily life?
  - How ethical is cloning?
- Communicative Learning Objectives:
  - Students investigate the ethics of cloning (*interpretive print and audiovisual*) and conduct a debate about the advantages and disadvantages (*presentational spoken*).
  - Students explore German websites dealing with transportations and cars (*interpretive print*).
  - Students inquire about internship opportunities via e-mail (*interpersonal written*).
  - Students compare cell phone use in German-speaking countries with their own (*interpretive print*).
  - Student engage in interpersonal conversations about their own technology use (*interpersonal spoken*).
- Structures:
  - Passive voice and alternatives
  - Imperative
  - Adverbs
- AP<sup>®</sup> Classroom Unit 4
  - Topic Questions
  - Daily Videos
    - Argumentative Essay, Skill Categories 4, 8
    - Instructions, Skill Categories 1, 2, 4
  - Personal Progress Check
  - Faculty Lecture, Unit 4



Print Interpretive	Reading <i>Baden-Württemberg: Land des Autos</i> p. 267. Students explore the following websites on their own: <a href="http://www.zppelin-museum.de/">http://www.zppelin-museum.de/</a> <a href="http://www.porsche.com/museum/de/">http://www.porsche.com/museum/de/</a> <a href="https://www.mercedes-benz.com/de/">https://www.mercedes-benz.com/de/</a> Cloning: Students read excerpts about the ethics of cloning. <a href="https://www.bpb.de/gesellschaft/umwelt/bioethik/33773/klonen">https://www.bpb.de/gesellschaft/umwelt/bioethik/33773/klonen</a>
Audio/visual audiovisual Interpretive	Short film <i>Gregor größte Erfindung</i> , p. 242. Student will watch and complete content questions on pp. 245-247. Video clip about cloning <a href="https://www.youtube.com/watch?v=KRg1TmTKc8o">https://www.youtube.com/watch?v=KRg1TmTKc8o</a>
Written Interpersonal	Students write an e-mail to one of the previously researched museums and inquire about one of the exhibits or a summer job/internship.
Spoken Interpersonal	Students discuss the question on p. 249 about a German invention and inventors with a partner or in a small group. Students think of things they would like to invent and share in their small groups. Students compare their cell phone use with the statistics from an info graph, discuss with partners and interview classmates, and create an info graph.
Written Presentational	Students work in pairs and complete one of the articles on p. 255.
Spoken Presentational	Students participate in a debate about cloning, based on the reading and the video clip. <a href="https://www.bpb.de/gesellschaft/umwelt/bioethik/33773/klonen">https://www.bpb.de/gesellschaft/umwelt/bioethik/33773/klonen</a>
Comparisons	Students compare their cell phone use with the cell phone use of German-speaking teenagers based on a graph; then students create their own info graph, based on a class survey. <a href="https://de.statista.com/statistik/daten/studie/181410/umfrage/beliebteste-mobiltelefon-funktionen-bei-kindern-und-jugendlichen/">https://de.statista.com/statistik/daten/studie/181410/umfrage/beliebteste-mobiltelefon-funktionen-bei-kindern-und-jugendlichen/</a>

- Unit Assessment: E-mail or article; debate

Theme: Globalisierung (Globalization)

Unit 8 Recht und Umwelt

- Essential Questions:
  - How important is environmental protection?
  - What should individuals do to protect the environment?
  - Should the government regulate personal freedom concerning environmental issues? Why or why not?
- Communicative Learning Objectives:
  - Students research the use of renewable energy (*interpretive*).

- Students work in groups and create a project of their choice regarding environmental protection (*interpretive, interpersonal, presentational*).
- Students write a journal entry sharing their thoughts on environmental issues (*interpersonal written*).
- Students discuss green tourism in small groups (*interpersonal spoken*).
- Students read and analyze a short literary piece (*interpretive print*).
- Structures:
  - Subjunctive II
  - **würde** + infinitives
  - Subjunctive II with modal verbs
  - Demonstratives
- AP® Classroom Unit 6
  - Topic Questions
  - Daily Videos
    - Audio Report/Article, Skill Categories 1, 2, 3
    - Cultural Comparison, Skill Categories 4, 7
  - Personal Progress Check

Print Interpretive	Read <i>Grün reisen, Grün schützen</i> pp. 303-305; analysis exercises p. 306. Read <i>Vor dem Gesetz</i> p. 309, followed by the analysis activities on pp. 307 and 310-311.
Audio/visual audiovisual Interpretive	Unit intro: Song <i>Deine Schuld</i> by Die Ärzte <a href="https://www.youtube.com/watch?v=kRrP-bZvD2s">https://www.youtube.com/watch?v=kRrP-bZvD2s</a>
Written Interpersonal	Journal entry: <i>Was kann ich persönlich tun, um die Umwelt zu verbessern?</i>
Spoken Interpersonal	Project <i>Umweltschutz</i> ; discussion in small groups/partner p. 306 #3
Written Presentational	Project <i>Umweltschutz</i> p. 306 #3, flyers, poster, letters to the editor
Spoken Presentational	Project <i>Umweltschutz</i> p. 306 #3, speech to find supporters for the cause selected by students
Comparisons	Students research the use of renewable energy in the U.S., Germany/DACHL, and other countries who depend largely on renewable energies (e.g., Canada).

- Unit Assessment: Projekt Umweltschutz

Optional Unit: Theme: Alltag (Contemporary Life)

Unit 9 Wirtschaft und Berufsaussichten

- Essential Questions:
  - What are the positive and negative aspects of globalization?
  - How does a connected global environment impact today's career choices and opportunities?

- What must an individual do to be competitive in the global economy?
- Communicative Learning Objectives:
  - Students read and analyze the reading (*interpretive print*).
  - Students compose a letter (*interpersonal written*).
  - Students create a CV and statement of interest. (*presentational written*).
  - Students participate in a role-play about career choices (*interpersonal spoken*).
  - Students will research export articles from the U.S. and German-speaking countries (*comparisons*), then present results (*presentational spoken*).
- Structures:
  - Past subjunctive
  - Plurals and compound nouns
  - Two-part conjunctions

Print Interpretive	Students read <i>Die Schweiz und Liechtenstein</i> and complete the comprehension exercises on p. 325. Students read <i>Berufsberatung</i> , pp. 347-349 and complete analysis on pp. 350-351. Info graphs about import/export goods from various countries <a href="https://www.statista.com/chartoftheday/trade%20import%20export/">https://www.statista.com/chartoftheday/trade%20import%20export/</a>
Audio/visual audiovisual Interpretive	Videos about globalization <a href="https://www.youtube.com/watch?v=51GHyWrvyXQ">https://www.youtube.com/watch?v=51GHyWrvyXQ</a> <a href="https://www.youtube.com/watch?v=4QQOfP-awNY">https://www.youtube.com/watch?v=4QQOfP-awNY</a>
Written Interpersonal	Students write a letter to an older relative (real or imaginary) in a German-speaking country outlining the current state of globalization and ask about their opinion on globalization and its impact.
Spoken Interpersonal	In partner work, students do a role-play recreating a <i>Berufsberatung</i> ; p. 351 #5.
Written Presentational	Students compose a CV and write a statement outlining why they would like to work/intern at an international company of their choice. Students write an essay about the advantages and disadvantages of the global economy using the print and audiovisual resources (or they can give a presentation)
Spoken Presentational	Presentation of export goods of German-speaking countries vs. the U.S. Students present the advantages and disadvantages of globalization (instead of the essay).
Comparisons	Students brainstorm, research, and compare U.S. export articles with Swiss and German exports.

- Unit Assessment: Letter and Debate

Theme: Globalisierung (Globalization)

Unit 10 Geschichte und Gesellschaft

- Essential Questions:
  - How important is the history of a country for its citizens?

- Must a nation grapple with its past or should it look ahead?
- Communicative Learning Objectives:
  - Students watch, analyze, and discuss the film *Spielzeugland* (*interpretive audiovisual, interpersonal spoken, interpersonal written*).
  - Students read and discuss the German reunification (*interpretive print, interpersonal spoken*).
  - Students prepare a cultural comparison between the U.S. and DACHL.
- Structures:
  - Past perfect tense
  - Uses of the infinitive
  - Subjunctive I and indirect speech
- AP<sup>®</sup> Classroom
  - Faculty Lecture, Unit 5
  - Faculty Lecture, Unit 6

Print Interpretive	Students read <i>Wiedervereinigung</i> p. 383, complete the analysis on p. 384.
Audio/visual audiovisual Interpretive	Video: Film <i>Spielzeugland</i> and analysis, pp. 360-363
Written Interpersonal	Prior to watching <i>Spielzeugland</i> , students will write a journal entry/blog explaining what they imagine it would be. Students also comment on classmates' entries before watching the film and reflect in their journal after the film.
Spoken Interpersonal	Students answer the discussion questions for the reading <i>Wiedervereinigung</i> on p. 383 in small groups. Students discuss <i>Spielzeugland</i> .
Written Presentational	Students choose one of the topics on p. 367 #3 and write a short essay.
Spoken Presentational	Based on the reading <i>Wiedervereinigung</i> and the historical knowledge of their own history, students create a two-minute presentation comparing and contrasting the two countries and their recent historical events.
Comparisons	Compare recent events in the U.S. and in German-speaking countries.

- Unit Assessment: Essay (Written Presentational)

The AP<sup>®</sup> German Language and Culture course is conducted 100% in German and the students are encouraged to stay in the target language at all times during discussions and activities. They may ask questions in their native language if staying in German would further confuse them and keep them from performing the tasks.